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ABSTRACT

In 1986, the National Center for Research in Vocational Education undertook a major research and development activity that attempted to address a number of the critical issues related to school and work. The result was the development of the Connections: School and Work Transitions package, of which this guide is a part. The guide presents information for leaders to assist young people in developing an experience profile or experience-based resume that documents both work and nonwork experiences and the skills, attitudes, and knowledge gained through these experiences. The Career Passport is a formal document that identifies, describes, and presents the many marketable skills young people have gained. It can be used by youth for applications (work, college, training programs), interviews, job searches, and other situations that call for a resume or a concise description of one's skills and abilities. For employers, colleges, and training institutions, the Career Passport provides improved information for screening, interviewing, and selecting applicants and increases their recognition of skill and knowledge being acquired through nonwork as well as work experiences. (ABL)

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Connections 5
School and Work Transitions

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY

CAREER PASSPORT

LEADER'S GUIDE

by

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and

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Published by

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FOREWORD

Current labor market trends suggest that improving the school and work transitions of youth is a national priority. Over 25 percent of our nation's youth drop out of high school before they graduate. In large cities, the dropout rates are even higher at approximately 50 percent. Of those who do graduate, about 30 percent make high school graduation the end of their formal education and the starting point for work. These dropouts and recent high school graduates represent an entry-level labor pool that is changing in composition as we move toward the year 2000.

In the next 15 years, the proportion of the labor force in the 16- to 24-year age range is predicted to decline from 30 percent to 16 percent, and the youth who are in this age range are likely to be the kinds that employers have been able to overlook in the past—poorly motivated, lacking basic skills, and unprepared for the responsibilities and demands of work.

For students, their parents, the community, and society as a whole, the costs of inadequately prepared high school graduates and disconnected youth are high, relating to problems that include poverty, alcohol and drug abuse, pregnancy, single parenting, crime, and unemployment. For employers, the costs can make it impossible for their firms to compete in today's world markets—a competition that requires firms to have competent, skilled workers who will be productive and easy to train.

Clearly, schools must become more effective in preparing students to succeed in work that is appropriate and satisfying to them and their employers. And, they must enlist the support, expertise, and wisdom of business, industry, and the community to help them in preparing youth for school and work transitions.

In 1986, the National Center for Research in Vocational Education undertook a major research and development activity that attempted to address a number of the critical issues related to school and work. The result was the development of the CONNECTIONS SCHOOL AND WORK TRANSITIONS package, which represents a synthesis of a significant work on education and employment. CONNECTIONS presents a coordinated set of resources to help school administrators, counselors, teachers, and even employers help students in their school and work transitions.

The Career Passport, a central part of the Connections package, assists young people in developing an experience profile or experience-based resume that documents both work and nonwork experiences and the skills, attitudes, and knowledge gained through these experiences. The process of developing a Career Passport has a number of benefits for youth and for adults who work with youth. For youth, it helps them better understand themselves, increases self-confidence, enhances knowledge of work-relevant attitudes and interests, increases knowledge of employability and transferable skills and abilities, helps with education and career planning, and identifies experiences that contribute to career and personal development. For school and youth agency personnel, the process helps with career counseling, academic advising, career development and decision making, and life planning.

The Career Passport is a formal document that identifies, describes, and presents—as any credential does—the many marketable skills young people have gained. It can be used by youth for applications (work, college, training programs), interviews, job search, and any other situation that calls for a resume or a concise description of one's skills and abilities. For employers, colleges, and training institutions, the Career Passport (1) provides improved information for screening, interviewing, and selecting applicants and (2) increases their recognition of skill and knowledge being acquired through nonwork as well as work experiences.

The National Institute for Work and Learning (NIWL) developed and refined the Career Passport concept and program. The National Center for Research in Vocational Education assisted in the final development and publication of the program. Ivan Charner of NIWL is responsible for developing the final components of the Career Passport program and for taking the lead in putting the program in place in a number of demonstration sites. He designed and wrote the **Student Workbook** and, with Robert Bhaerman of the National Center, authored the **Leader's Guide**.

A number of individuals and organizations have contributed to the development of this effort. Paul Barton, former President of NIWL, had the idea of creating a set of records of learning achievements that goes beyond those provided in a report card. He later expanded this notion into an experience report or experiential passport. The Worcester (Massachusetts) Area Career Education Consortium, the Bluegrass (Kentucky) Education Work Council, and the Industry Education Council of Santa Clara County (California) collaborated with NIWL in the early development of the Career Passport under a contract from the U.S. Department of Labor. The Work/Education Council of Dutchess County (New York), Inc., the Maryland State Department of Education, the Boards of Education of Garrett, Howard, Harford, and Prince George's counties in Maryland, the Connecticut Conservation Corps, and the Wil Lou Gray Opportunity School in Columbia (South Carolina) each participated in early demonstrations of the Career Passport program.

Finally, the Career Passport **Leader's Guide** is dedicated to the memory of Stephanie Lang Barton. As the first Director of the Career Passport Project, she took the initial idea of an experience report and worked with many others to make it into a program that can help young people make good "connections."

Richard A. Ungerer
President, NIWL

Chester K. Hansen
Acting Executive Director
National Center for Research
in Vocational Education

THE CAREER PASSPORT: AN INTRODUCTION

The Career Passport Concept

The Career Passport presents a systematic process for developing an experience-based resume that documents nonwork as well as work experiences and details the skills, attitudes, and knowledge gained through these experiences. It results in a formal product or document in which students present the many marketable skills they have developed through their life experiences.

In many ways, however, the Career Passport also is a process in that the steps and procedures in completing it can help students discover their strengths, weaknesses, and gaps in their experiences, as well as plan their educational and career directions. Figure 1 presents a framework for the concept and illustrates the components under each major element. The feedback loop in Figure 1 suggests that the process is continuous, with updating and modifications occurring regularly.

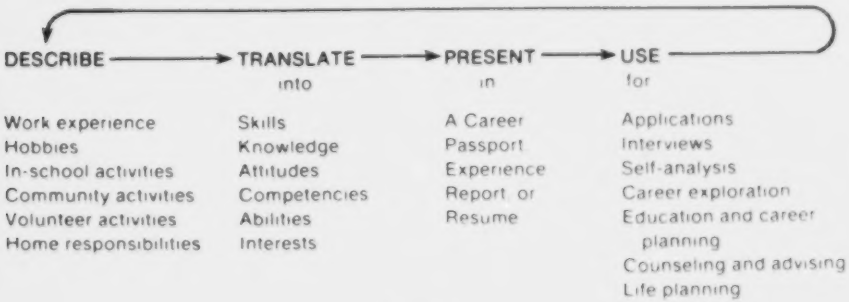

Figure 1.
Framework for the Career Passport Concept

The explicit description of the nature of one's experiences and activities is critical and should reflect a clear understanding of the roles and responsibilities an individual has had. It is equally critical to translate these experiences into their component competencies. The Career Passport uses a "common sense" approach to this translation rather than one based on a complex assessment system. The process requires students to explore their experiences deeply and to recognize the skills, attitudes, knowledge, and competencies they have earned. This process of exploration and recognition requires the assistance of a leader (who may be a teacher or counselor).

As a result, students can discover that their experiences have taught them many good things—for example, responsibility, ways to work cooperatively with others, specific skills such as record keeping, selling, handling money, and so on. Students also recognize activities they enjoy doing (as well as ones they dislike), areas of interest they wish to explore further, and attitudes they have developed. Furthermore, the process of translating experiences into skills, attitudes, and knowledge enables students to learn more about themselves and their marketability. Even though they may not have many years "under their belt," they learn that they do have much to offer.

In short, just as the concept of a Travel Passport is a simple one, so too is the Career Passport concept. A passport for foreign travel allows a person to enter another country; the Career Passport enables students to enter employment or further education and training programs. In many ways, it is the key that opens doors, truly a passport to the future.

Why Career Passports Are So Important

The Career Passport concept is based on the realization that youth need a workable means of identifying and documenting the wide array of experiences they have had. Moreover, they need a means of translating their experiences into employability skills, work attitudes and habits, and knowledge of specific work-related tasks. The truth, of course, is that many young people neither have had many actual work experiences nor have they worked for long periods of time. Nonetheless, many have engaged in a wide variety of other stimulating activities.

Employers often look for prior experiences as evidence that a young person will become a valuable employee. Unfortunately, too often when they look at young people they see—rightly or wrongly—low self-confidence, poor attitudes, a lack of goals, an inability to express themselves, little self-knowledge, few skills, and unrealistic expectations. Also, many youth are unprepared for employer questions about their experiences. Too often they simply do not recognize that many of their nonwork experiences (as well as part-time or summer jobs) have given them many marketable skills and prepared them for taking the "first steps" in the world of work. However, they have to be *taught* to recognize these things. These insights normally do not occur automatically.

Lastly, many adults who are successful in the labor market have learned the skills of interviewing; many have prepared numerous resumes. What do students carry? Unfortunately, often it is not a great deal. Although some carry school transcripts, report cards, or other academic records, few have a comparable record of other developmental experiences. Their lack of documentation of prior experiences is a serious deficit when they begin to make transitions to school and/or work. For many, this omission constitutes the difference between taking the first successful steps or perpetuating obstacles that are extremely difficult to overcome. The "missing link" in this situation surely can be the Career Passport.

How Career Passports Are Used

For youth, the Career Passport can serve as a resource to use in completing applications (for full-time, part-time, or summer jobs, college admissions, apprenticeships, and other training programs) and in preparing the information they will present verbally during an interview. As a resume, it also serves as a form of documentation they can attach to their applications or present during their interviews.

For employers (as well as college admission officers and administrators of training programs), the Career Passport provides detailed information they can use in screening, interviewing, and selecting young applicants and in increasing their recognition of the relevant kinds of skills and knowledge a young person can acquire through non-work as well as work experience.

For teachers and counselors, the Career Passport provides a natural and effective counseling tool to assist students in assessing strengths, weaknesses, and gaps in the students' experiences. It also provides the framework to discuss such broader issues as the local job market and employment prospects.

The Career Passport can be used in various classrooms (at any grade level) or by youth-serving agencies. Ideally, students should begin developing their Career Passports in the 9th or 10th grades with updating in the 11th and 12th grades. Because the Career Passport should be updated regularly, it is best used in English or social studies classes that most students are required to take for 3 or 4 years. It also can be used in business courses, career education classes, or as part of instruction in a career resource center.

Who Benefits from Using Career Passports

The process of developing the Career Passport can have a number of positive outcomes—both for youth and for the adults who work with them. For example, the Career Passport can help students better understand themselves. It can increase their self-confidence as well as enhance their knowledge of work-related attitudes and interests. It can increase their knowledge—and appreciation—of employability and transferable skills and it can help them with educational and career planning. Further, it can identify experiences that contribute to personal and career development. The fact that the Career Passport provides detailed information about one's experiences also enables an individual to be more articulate when talking about acquired skills than someone who was not involved in a similar process.

For school and youth agency personnel, the Career Passport aids with career counseling, academic advising, career decision making, and individualized career development plans. In short, both the final product and the process of developing it are invaluable tools for taking seemingly simple "everyday" experiences and translating them into skills, knowledge, and attitudes that are applicable either to the workplace or to more advanced education and training.

How the Career Passport Materials Are Organized

The **Career Passport** has two components:

- The **Student Workbook** contains worksheets for students to record information in nine areas: personal information; education and training; work experiences; volunteer and community experiences; family-related activities; hobbies, interests, and achievements; skills, strengths, and abilities; plans; and references. The appendices also include materials vital to the process: examples of skills, attitudes, and abilities; the Career Passport Summary Form; a sample Career Passport; and a glossary of relevant terms.

- The **Leader's Guide** presents four processes for guiding students in developing Career Passports, namely—

  —completing the **Student Workbook**

  —preparing Career Passports from the Student Workbooks;

  —storing Career Passport materials; and

  —using Career Passports.

Each description of the processes includes a brief overview, the primary student learning objective, and a brief statement regarding preparation needed by the leader. Also, numerous optional activities are presented throughout the guide for those who wish to pursue related aspects of developing the Career Passport.

The pages of the **Student Workbook** are included directly in the guide along with brief annotations. This format is an effective technique in presenting ideas quickly and easily. The user will readily see how to guide the students in the four-step process without the

burden of a great amount of narrative. Although it is undoubtedly obvious how the specific worksheets are to be used, the annotated format provides key informational points, quick "tips," and suggestions about how to direct the students toward completion of their workbooks and preparation of their final Career Passports. Several additional discussion topics and optional activities also are included for anyone who wishes to go beyond the primary lesson of developing the Career Passport.

The estimated time for completing the **Student Workbook** is 5-10 hours (or class periods) allocated over a minimum of a 1-week period. Some teachers and counselors may want to have their students complete sections of the workbook each day for a week or two. Others may want to conduct the activity over a longer period, supplementing each section with related activities. The workbook should not be completed in one sitting or by students without an adult leader. One to 2 hours will be needed per semester or year for updating the Career Passport.

FOUR PROCESSES

1. Completing the **Student Workbook**
2. Preparing Career Passports from the Student Workbooks
3. Storing Career Passport Materials
4. Using Career Passports

1. COMPLETING THE STUDENT WORKBOOK

Overview: As students complete the worksheets in each section of their workbooks, they will identify their experiences and translate these experiences into skills, knowledge, and abilities. For each section, students should understand the purpose and be able to provide information used in preparing their final Career Passport.

Student Learning Objective: To document experiences and the skills, knowledge, and abilities gained through these experiences.

Leader Preparation: Preparation requirements are suggested separately for each of the steps in the process of completing the worksheets.

Optional Activities: The Career Passport is flexible and either can stand alone or be used with other activities. As you guide students through the workbook, you may want to add activities or use related materials. Suggested optional activities are included in several sections. You may wish to add other activities that would be useful for students, for example, preparing a report on a job or career, interviewing workers to identify job skills, and matching school subjects to job skills or career areas.

* * * * * *

Introducing the Career Passport Concept and Student Workbook

Leader Preparation: Review the concepts in the introductory section of guide, "Career Passport: An Introduction" and the "Introduction" to the **Student Workbook**. Here are some "tips" to follow and some points to keep in mind.

- Make certain that the students know the importance of **identifying, describing,** and **communicating** ALL types of experiences and marketable skills, knowledge, and abilities.
- Explain how the Career Passport is both a **product and a process** for such important activities as the job search and the completion of applications to college or for scholarships.
- Be sure to discuss such **critical topics** as—
  - —barriers faced by young people in the job market and the reasons why some employers do not hire young people.
  - —how the Career Passport can assist in developing an experience-based resume that documents work and nonwork experiences, skills, knowledge, and abilities gained through these experiences, and education and career plans.
  - —how the Career Passport helps students better understand themselves and how it is useful for career, educational, and personal planning.

The text of the **Student Workbook** with parallel annotations begins on the following page.

INTRODUCTION

The purpose of this workbook is to help you develop your own Career Passport. The Career Passport is a type of resume. It can be used to help you in applying and interviewing for a job, preparing an application, or planning a career. Your Career Passport will describe the work and non-work experiences you have had. It also will document the skills, knowledge, and attitudes you have gained through these experiences.

Many of the skills you have learned in school, at home, or as a volunteer can be transferred to work settings. For example, skills such as dependability, punctuality, or following directions that you may have learned by participating in a school club, caring for a younger sister or brother, or volunteering in a hospital are important for being successful on a job. These and many other skills are employment related and will show an employer that you will be a valued and valuable employee.

This workbook will help you collect information on your experiences, skills, attitudes, and plans. You will need it to prepare your Career Passport. Completing the worksheets also will help you discover your strengths and weaknesses, plan your education and career/work directions, and explore career options.

As you complete the workbook, keep in mind a number of important points. First, employers want to know as much about your experiences and skills as possible. It is important, however, to be brief and to the point with your responses in each section. Second, you probably have had a wide range of experiences that have given you skills that are important to employers. Therefore, spend some time on each worksheet thinking about these experiences and about the skills, knowledge, and attitudes you have gained from them. Try to list all of your strengths and abilities. Finally, all the information you provide should be accurate, complete, and legible.

The workbook contains nine sections. Each will help you think about and record information about yourself that will be used to build your Career Passport. Before completing the worksheets in each section, read the purpose and think about the information being asked. Complete the worksheets carefully and accurately. Four appendices also are included. Appendix A provides examples of skills, attitudes, and abilities that could be used when completing the sections of the workbook. Appendix B is the Career Passport Summary Form that is used to summarize the information included in your workbook before you prepare your final Career Passport. A sample Career Passport is provided in Appendix C for you to review when preparing your own Career Passport. A glossary of key words is provided in Appendix D.

Read the introduction aloud and make certain that the students understand the ideas before you proceed.

It is a good idea "early on" to **review the entire workbook and particularly, the Glossary** (appendix D in the **Student Workbook** and reproduced on pages 47 and 48 of this guide). The following **key words** are critical to the students' initial understanding of the first steps in the process.

abilities	legible
accurate	options
application	planning
attitudes	plans
career	resume
Career Passport	skills
career plan	strengths
experiences	weaknesses
interview	work experience
knowledge	work-related experiences

Remind the students that they may not be able to complete all of the parts under each section; they may have some "gaps" in certain areas. Knowing those "gaps" is an important first step in self-analysis.

Discuss how long it will take to complete the workbook and how it will be used to prepare the Career Passport.

Personal Information

Purpose: To provide an employer with basic information about you. If you do not have a Social Security number, go to the Social Security Administration office and apply for one. You cannot work without a Social Security number, since it is required by all employers.

Name _____
first middle initial last

Address _____
number street

_____
city state zip

Telephone ( ) _____
area code number

Date of Birth _____ / _____ / _____
month day year

Social Security Number _____ - _____ - _____

5

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Leader Preparation: Because you will need to explain this point, you will need to know how students can obtain a Social Security number and whether or not your state requires work permits for some youth.

Read the purpose aloud and review the key word **Social Security number**.

Remind the students when they complete this item that none of them were born this year!

Optional Activities:

- Have a student or students prepare a report on the purpose of a Social Security number and how it is used by employers, banks, and the government.
- Discuss the importance of child labor laws and why work permits may be required for some types of jobs.

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Education and Training

Purpose: To provide basic information about education and training programs in which you have participated. Regardless of your grades or how you feel about school, there are valuable experiences that you have gained in school. These experiences have helped you develop many skills, attitudes, and knowledge that are considered important by many employers. Employers also are interested in the subjects you have studied and the school activities in which you have participated.

A **Schools Attended**

Junior High/Intermediate/Middle School _____ (name)

Dates _____ (mo./yr.) to _____ (mo./yr.)

Address _____ (city) _____ (state)

High School _____ (name)

Dates _____ (mo./yr.) to _____ (mo./yr.)

Address _____ (city) _____ (state)

High School _____ (name)

Dates _____ (mo./yr.) to _____ (mo./yr.)

Address _____ (city) _____ (state)

Vocational/Technical School _____ (name)

Dates _____ (mo./yr.) to _____ (mo./yr.)

Address _____ (city) _____ (state)

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Read the purpose aloud and review the key words as needed

abilities	honors
achievements	interests
activities	skills
awards	training
DECA	training programs
experiences	valuable
GED	VICA

If a student attended more than one junior high, intermediate, or middle school, use the last one attended.

Make certain that these dates are accurate.

Postsecondary School _____
name

Dates _____ to _____
mo. yr. mo. yr.

Address _____
city state

B **Diplomas/Certificates**

When did you receive your high school diploma and/or certificate, or when do you intend to receive your diploma and/or certificate?

Date _____
mo. yr.

When did you receive your GED, or when do you intend to receive it?

Date _____

C **Course of Study**

Program of study in high school (check one)

[ ] college preparatory

[ ] general education

[ ] vocational/technical education program in _____

_____

[ ] other (explain) _____

D **Courses or Education/Training Programs Developing Specific Skills or Abilities**

Examples: computer course, fire fighting, business, math, English, electrical, carpentry, plumbing, work experience program, foreign language, history, economics

Course of Program	Description
1 _____	_____
	_____
2 _____	_____
	_____

7

26

Here you should discuss and give examples of courses and programs **and the specific skills or abilities that they develop**. Also, provide examples of course or program descriptions.

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	Course of Program	Description
3		
4		
5		
6		

E. Activities, Awards, Offices Held, and Special Achievements in School

Examples: clubs, teams, newspaper, yearbook, student government, honors, band, attendance award, VICA, DECA, 4-H, Junior Achievement, scholarships

Activities/Awards/Offices Held/Special Achievements

F. Special Interests and Favorite Classes or Subjects in School

Examples: music, math, sports, creative writing, social studies, science, carpentry, plumbing, typing, computers, machine tools

Special Interests/Favorite Classes

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Leader Preparation: You will, of course, need to become familiar with school awards, clubs, and teams.

These are to focus only on in-school activities; community activities are reported elsewhere.

Note: Lunch and recess are excluded! In other words, you and the students should have some fun in this otherwise serious process.

Optional activities:

- Have the class match school subjects or activities with job skills or career areas.
- Select a number of specific jobs and have students discuss specific courses that might provide skills for these jobs.

Work Experiences

Purpose: To provide information about your paid work experience. Employers are very interested in your work history. It indicates skills you have gained and work attitudes you have developed. Include paid jobs you have held during the summer, after school, during vacations, full time or part time. Include work you have done on your own as well as for a company or business.

A **Work for a Company, Business, or Individual**
(Begin with most recent job.)

Examples: gas station, restaurant, hospital, farm, newspaper delivery, grocery store, bookkeeper, cashier, construction, department store, clothing store, bank, insurance company

1. Job _____

   Type: full time _____ part time _____ summer _____

   Employer _____

   Description/responsibilities _____

   _____

   Dates employed _____ (mo./yr.) to _____ (mo./yr.)

   Skills, attitudes, and knowledge gained through this job:

   _____

   _____

2. Job _____

   Type: full time _____ part time _____ summer _____

   Employer _____

   Description/responsibilities _____

   _____

   Dates employed _____ (mo./yr.) to _____ (mo./yr.)

   Skills, attitudes, and knowledge gained through this job:

   _____

   _____

9

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Read the purpose aloud and review key words as needed.

abilities
attitudes
experience
knowledge
self-employed
skills
work experience

List on the chalkboard other examples that students have actually done.

Select two or three types of jobs and have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard. Here are some "brainstorming" rules.

- Each student responds in rotation.
- All ideas are welcome.
- One idea is presented per turn.
- You may "pass" if you wish.
- No discussion or comments are allowed until all ideas are listed.
- During the brainstorming exercises, if three students pass in a row, allow anyone to add an idea. (Have fun during these exercises.)

Appendix A of the **Student Workbook** provides **examples of skills, attitudes, and abilities.** **See page 45 of this guide.**

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3 Job _____

Type: full time _____ part time _____ summer _____

Employer _____

Description/responsibilities _____

_____

Dates employed _____ (mo./yr.) to _____ (mo./yr.)

Skills, attitudes, and knowledge gained through this job

_____

_____

B. Working for Yourself (self-employed)

Examples: babysitting, yard work, tutoring, housepainting, wood cutting, fishing, own small business, snow removal, selling handicrafts, typing

1 Description _____

_____

Skills, attitudes, and knowledge gained through this work

_____

_____

2 Description _____

_____

Skills, attitudes, and knowledge gained through this work

_____

_____

3 Description _____

_____

Skills, attitudes, and knowledge gained through this work

_____

_____

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Some students, of course, may not have had this many paid jobs. Also, in completing this section, students should report their most recent job first, and "work backwards" in time.

This item is critical and should be discussed thoroughly.

List other examples that students have actually done.

Select two or three jobs and have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard. See appendix A for a beginning list.

Have the students share the completed items in this section.

Optional Activities:

- Have students interview each other about their work experiences, focusing on what they liked most and least about the jobs.
- Have students write about their self-employment, describing how they got started, how they marketed their services, and how this job relates in similar ways to jobs for companies.
- Have students interview small business owners to see how they got started and "what it means" to run your own business, that is, benefits, problems encountered, and the like. Have students ask them if they would do it over again if they had the chance.
- Have students prepare a paper on the history of the company or business for whom they work.

Volunteer and Community Experiences

Purpose: To provide information about volunteer and nonpaid experiences you have had. These experiences could include volunteer activities for an organization or membership in a club. Even though you are not paid for these activities, they show a willingness and ability to work. They also provide an opportunity to develop skills and knowledge and show employers that you are interested in working with other people and in your community. Many people who have little or no paid work experience have gained skills, attitudes, and knowledge through volunteer and other nonpaid experiences.

A **Volunteer Activities**

Examples: hospital, teacher's aide, library, paper drives, tutoring, recreational programs, museum, children's worker, rescue squad, fire department

1. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

2. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

3. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

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Read the purpose aloud and review key words as needed.

ability
activities
attitudes
community
experiences
interest
knowledge
membership
opportunity
organization
work experience
volunteer

List other examples that students have actually done.

Select two or three volunteer activities and, as before, have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard.

B Community Activities

Examples: scouts, fund-raising, political campaigns, clubs, Police Athletic League, religious organizations, Students Against Drunk Driving, charity groups, out-of-school teams, 4-H club

1. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

2. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

3. Name of activity: _____
   Organization: _____
   Duties/responsibilities: _____
   _____
   Skills, attitudes, and knowledge gained: _____
   _____

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List other examples that students have actually done.

Select two or three community activities and have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard.

Have the students share the completed items in this section.

Optional Activities:

Discuss how volunteer jobs relate to paid jobs in organizations.

- Have students write an essay on the value of volunteer and community experiences both for them and for the community.
- Have students interview their parents, focusing on volunteer and community activities in which they have participated.
- Invite community leaders to discuss the importance of volunteers for their organizations and their community.

Family-Related Activities

Purpose: To provide information about your chores and responsibilities around the house or with your family. Employers are interested in the responsibilities you have and the things you do around your home. These activities often provide important experiences that help develop work skills and attitudes. It is important to think about all the things you do around the house or for your family.

A **Family-Related Activities**

Examples: babysitting, child care, repairing things, care of elderly, shopping, cleaning, preparing meals, laundry, yard work, chores, paying bills, work in family business

1. Task/responsibility: _____

   Description: _____

   Skills, attitudes, and knowledge gained: _____

2. Task/responsibility: _____

   Description: _____

   Skills, attitudes, and knowledge gained: _____

3. Task/responsibility: _____

   Description: _____

   Skills, attitudes, and knowledge gained: _____

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Read the purpose aloud and review key words as needed:

activities
attitudes
chores
experiences
knowledge
responsibilities
skills
task

List other examples that students have actually done.

Leader Preparation: Prepare to discuss activities you do around the house and the skills learned. Choose a typical example (such as laundry or food preparation) and focus on skills gained (such as patience, completing repetitive tasks, following directions, persevering, and the like).

Select two or three family-related activities and have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard.

Have the students share the completed items in this section.

Optional Activities:

- Discuss how family or home activities relate to different jobs or careers.
- Have students write an essay on what they learn at home.
- Discuss how family-related activities for youth have changed since 1900; discuss how they have changed since 1950.
- Explore how new service-type jobs have grown to meet the needs of families, for example, child care, fast food restaurant jobs, cleaning services, and so on.

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Hobbies, Interests, and Achievements

Purpose: To provide information about your hobbies, interests, and achievements outside of school. Many hobbies and personal interests provide people with skills and knowledge that they cannot obtain in other ways. Employers are interested in how you spend your spare time and the kinds of activities you like to do on your own. Employers also are interested in the special achievements, certificates, and awards you have obtained. Many of your hobbies, interests, and achievements show an employer that you have skills and knowledge that could be useful in a work setting.

A. **Hobbies and Interests**

Examples: photography, painting, repairing, cooking, collecting, crafts, sports or games, movies, music, dance, art, model building, swimming, reading, boating, skiing, hunting, fishing

1. Description _____

   Skills, attitudes, and knowledge gained _____

   _____

2. Description _____

   Skills, attitudes, and knowledge gained _____

   _____

3. Description _____

   Skills, attitudes, and knowledge gained _____

   _____

B. **Achievements—Special Awards, Certificates, and Honors**

Examples: driver's license, CPR card, lifesaving certificate, 4-H prize, scholarships, scout awards, writing award, community service award, art prize

1. Award/certificate/honor _____

   How obtained _____

   Skills, attitudes, and knowledge gained _____

   _____

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40

Read the purpose aloud and review key words as needed.

achievements
activities
attitudes
awards
certificates
hobbies
honors
interests
knowledge

List other examples that students have actually done.

Select two or three hobbies and have students brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard.

List other examples of **nonschool** achievements that students have reported.

Select two or three examples of achievements, discuss how they might be attained, and brainstorm the skills, attitudes, and knowledge that could be gained. List them on the chalkboard.

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2. Award/certificate/honor _____

How obtained _____

Skills, attitudes, and knowledge gained _____

_____

3. Award/certificate/honor _____

How obtained _____

Skills, attitudes, and knowledge gained _____

_____

Have the students share the completed items in this section.

Optional Activities:

- Have students write a report on their hobbies, how they developed them, and what they have learned.
- Discuss how hobbies and interests might be part of their lives after they have completed school and how these can fulfill aspects of their lives that jobs and careers cannot.
- Discuss the different types of awards and honors available to youth in the community. Have the students find out (a) who gives the awards and (b) the application and selection process.

Skills, Strengths, and Abilities

Purpose: To provide information about your work-related skills, strengths, and abilities. Employers are most interested in the skills, knowledge, and abilities you have gained through your experiences and activities. In completing this worksheet, use the information you have developed in the previous worksheets.

A **Skills**

Examples: oral communication, farm management, record keeping, problem solving and decision making, computation, grounds maintenance, building construction, carpentry, mechanical skills, basic office skills, electronic skills, basic shop skills

1. Skill: _____

   How/where learned: _____

   _____

2. Skill: _____

   How/where learned: _____

   _____

3. Skill: _____

   How/where learned: _____

   _____

B **Strengths and Abilities**

Examples: leadership, punctuality, dependability, artistic ability, reliability, writing ability, ability to speak, sense of humor, team worker, ability to follow directions, working well with others, working well with hands, being organized, physical stamina, ability to speak more than one language

1. Strength or ability: _____

   How/where learned: _____

   _____

16

Read the purpose aloud and review key words as needed

abilities
activities
communication
computation
decision making
dependability
experiences
knowledge
leadership
organized
problem solving
punctuality
reliability
skills
strengths

Students should review the previous sections of the workbook. Remind them that they should use the information they have written in preparing this section.

Leader Preparation: Prepare sample descriptions for skills and sample paragraphs for strengths and abilities. Decide on how you will want students to prepare their paragraphs. One option is to ask students to write all three as an assignment for correction and or grading. Another is for students to complete this section in the same manner as all others.

Write a short paragraph that describes your strength or ability

Provide an example from your experiences showing how you have used it

_____

_____

_____

_____

_____

2 Strength or ability _____

How/where learned _____

_____

Write a short paragraph that describes your strength or ability

Provide an example from your experiences showing how you have used it

_____

_____

_____

_____

_____

3 Strength or ability _____

How/where learned _____

_____

Write a short paragraph that describes your strength or ability

Provide an example from your experiences showing how you have used it

_____

_____

_____

_____

_____

17

46

If you are going to check and/or grade the paragraphs, **do not** have the students write them in their workbooks at this time.

Have the students share the completed items in this section.

Optional Activities:

- Have students write a report on their strengths and abilities and how they might improve them.
- Discuss the importance of specific strengths and abilities for jobs or further education and training.

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Plans

Purpose: To provide information about your career and educational goals and plans. Employers are interested in knowing what ideas you have about what you want to do in the future, how you plan to do it, what goals you have, and why you have them.

A **Job/Career Plans**

Examples: become a secretary, electrician, machinist, carpenter, machine operator, computer programmer, business person, store manager, teacher, nurse, scientist, auto mechanic, lab technician, social worker, self-employed

1 Short-range plans _____

_____

Reasons _____

_____

2 Short-range plans _____

_____

Reasons _____

_____

B **Educational Plans**

Examples: complete high school, GED, 2-year college, 4-year college, business school, vocational program, job training program, military training

1 Educational goal _____

Specific description of educational plans _____

_____

_____

Reasons _____

_____

Read the purpose aloud and review key words as needed.

career
career plan
future
GED
goals
personal improvement
plans

List other examples that students have reported.

Leader Preparation: Prepare to discuss career goals, barriers, and ways of overcoming barriers—as well as the balance between goals and educational requirements—with examples of the education levels required for certain jobs or careers.

Discussion Topics:

- Realistic versus unrealistic goals
- Examples of short-range plans and long-range goals
- Barriers to goals and strategies for overcoming them
- Students' reasons for having particular educational goals
- Definitions of a description of educational plans—a major, a field of study, or graduation from high school or college
- Barriers to educational goals and programs
- The match between educational requirements and jobs or careers, for example

Job or career	Educational requirement
Doctor	medical school, internship, residency
Travel agent	2 years of college
Salesclerk	high school diploma
Accountant	4 or more years of college
Lab technician	2 years of college
Computer programmer	2 or more years of college
Architect	4 or more years of college
Security guard	high school diploma

C **Plans for Personal Improvement**
(This section does not become part of your final Career Passport.)

1. Area of improvement _____
   Action planned _____
   _____

2. Area of improvement _____
   Action planned _____
   _____

3. Area of improvement _____
   Action planned _____
   _____

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Note: Remind students that this section **will not** appear on the final Career Passport.

Discussion Topics:

- Plans for personal improvement
- Examples of actions to achieve one's plans for personal improvement (need more work experience, improve writing or math, learn a computer language, get along better with others, accept criticisms more readily, and so on)

Have the students share the completed items only for A and B in this section.

Optional Activities:

- Have students write an essay on their education and/or career goals.
- Ask students to research the education requirements of specific jobs or careers.
- Discuss the need for state or other licenses for certain jobs.
- Expand the lesson on education goals to include the college choice and application process.
- Expand the lesson on career goals to include decision making, career exploration, and career planning.
- Have students complete a report on a career area in which they identify requirements, work routines, and awards. (The **Occupational Outlook Handbook** would be an excellent resource here.)
- Have students interview workers, focusing on what they do, what they like about their job, and what they do not like. Share the reports in the class as a resource on the topic of working and careers.

References

Purpose: To provide employers with a list of adults who can provide information about you. References give an employer a general assessment of your ability and the kind of person you are. Try to select people who know you from different activities such as a coach, teacher, past employer, minister, or volunteer coordinator. ALWAYS FIRST ASK THE INDIVIDUALS IF YOU MAY USE THEM AS REFERENCES.

References

1. Name _____
   Title _____
   Company/agency/school _____
   Address _____ (number, street)
   _____ (city, state, zip)
   Telephone _____ (area code, number)

2. Name _____
   Title _____
   Company/agency/school _____
   Address _____ (number, street)
   _____ (city, state, zip)
   Telephone _____ (area code, number)

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Read the purpose aloud and review key words as needed.

ability
assessment
references

Students should complete this page **after** they have received permission to list individuals as references.

Discussion Topics:

- The kinds of people who could possibly be used as references
- Why certain people (parents, relatives, and friends) are best not used as references
- The fact that it is appropriate to use neighbors as references if the students have worked for them or if they cannot identify three other individuals
- The process of asking individuals (by telephone and/or letter) to be listed as references
- Reasons why this information needs to be accurate
- The possibility of seeking general reference letters that would be included in the students' portfolios

3 Name _____

Title _____

Company/agency/school _____

Address _____
number street

_____
city state zip

Telephone _____
area code number

54

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Optional Activities:

- Have students prepare a letter requesting permission to list an individual as a reference
- Have students write a reference letter for a classmate

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Reviewing the Students' Workbooks

Here are several brief concluding steps

- Read, correct, and grade (if appropriate) each student's workbook. (Check spelling, grammar, and punctuation.)
- Review the content of each workbook in order to understand your students more completely.

Optional activities:

- Share the workbooks with counselors and other school—or agency—personnel, as appropriate.
- Meet individually with each student to discuss the student's experiences, skills, and plans.

2. PREPARING CAREER PASSPORTS FROM THE STUDENT WORKBOOKS

Overview: Students should prepare their individual Career Passports using the information compiled in the **Student Workbook**. A two-step procedure is used: first, the Career Passport Summary Form is completed and, second, the final Career Passport is prepared.

Student Learning Objective. To prepare a two- to three-page Career Passport that is an accurate, high quality, representation of the student's experiences, skills, and plans.

Leader Preparation. Review the Career Passport Summary Form and Sample Career Passport, appendices B and C in the **Student Workbook**.

A Two-Step Procedure

Completing the Career Passport Summary Form

Preparing the Final Career Passport

Appendix B: Career Passport Summary Form

PERSONAL INFORMATION

Name

Address

Telephone

Birth Date

Social Security Number

EDUCATION AND TRAINING

List schools attended

Dates attended

Diploma or Certificate

Course of study

Activities, awards, offices held, and achievements in school:

Special interests and favorite classes or subjects:

The first step is to complete the Career Passport Summary Form.

Make certain that all the students have their completed workbooks that you have reviewed and, if appropriate, corrected. They will need to refer to the worksheets as they complete this form.

Remind students of the following important points:

- Make certain that all information is accurate and as complete as possible.
- If a section in the workbook contains no information, skip that section on the summary form.
- Certain sections of the workbook need not be included in the summary form. For example, plans for personal improvement are not included.

PAID WORK EXPERIENCE

List employer, dates employed, job description, and skills, knowledge, and attitudes acquired for each:

List work for yourself with description, dates or how often, and skills, knowledge, and attitudes acquired:

VOLUNTEER AND COMMUNITY ACTIVITIES

List volunteer activities with description and skills, knowledge, and attitudes acquired:

List community activities with description and skills, knowledge, and attitudes acquired:

HOME ACTIVITIES

List tasks or responsibilities with description and skills, knowledge, and attitudes acquired:

HOBBIES, INTERESTS, AND ACHIEVEMENTS

Hobbies and interests—list and describe:

Achievements—list and describe:

SKILLS, STRENGTHS, AND ABILITIES

Skills—list and describe:

Strengths and abilities—list and provide a short descriptive paragraph:

PLANS

Job/career plans:

- Short-range

- Long-range

Education plans:

REFERENCES

List with name, title, company/agency/school, address, and telephone number:

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Here are several brief concluding steps

- After the summary form has been completed, review it for accuracy and completeness. Correct spelling, grammar, and punctuation, as needed.

- Ask the students to explain and revise any items that may need clarification.

Appendix C: Sample Career Passport

PERSONAL INFORMATION

Name: EDWARD M. NORTHWOOD
Address: 9999 Vermont Avenue
Washington, DC 20011
Telephone: (200) 888-9966

Birth Date: 5-9-67
Social Security Number: 579-90-8055

EDUCATION AND TRAINING

9-81 - 6-83
WDC Junior High School
Washington, DC 20002
Diploma: 6-83

9-83 - 6-86
Washington High School
Washington, DC 20002
Diploma: 6-86 Vocational program in industrial electronics

SPECIAL INTERESTS/FAVORITE CLASSES

Computer programming; English; industrial electronics; business math

ACTIVITIES AND AWARDS

Student aide
Future Engineers Club
Attendance award

PAID WORK EXPERIENCE

6-85 - present
Crew leader (part-time)
Vern's Chicken Palace
Responsibilities: plan schedule for four-person crew; take food orders; prepare food; hire employees; balance daily receipts
Skills: punctuality; leadership; responsibility; team member; follow directions; dependability

6-84 - 8-84
Instructional Aide (tutor)
DC Public Library
Responsibilities: plan daily program and lead activities for a group of young children
Skills: patience; self-confidence; leadership; oral communication

The second step is to prepare the final Career Passport, based on information in the summary form.

Remind the students of the following important points before they prepare their Career Passport:

- Make certain that each section has the appropriate section heading, for example: EDUCATION AND TRAINING; WORK EXPERIENCE; and so on.
- Make certain that all information is accurate and as complete as possible.
- If a section in the summary form contains no information, skip that section of the Career Passport. Do not write the section heading if there is no information provided for that section.

Career Passport—Format Options

In preparing Career Passports, the following two options are possible:

- **Option 1**—more personal; uses the words "I" and "my."
- **Option 2**—more formal.

You might wish to discuss the "pros" and "cons" of each option, although students should be reminded to be consistent in the format they use. The following three examples could be shared with the students.

Example 1

Option 1: I graduated from Hillside High School in 1986. My major course of study was carpentry. I am currently in a machine operator training program at John Jay Technical School.

Option 2:
Hillside High School
Washington, DC 20000
Graduated in 1986 - Carpentry Program

John Jay Technical School
Washington, DC 21111
Class of 1989 - Machine Operator Training Program

SELF-EMPLOYMENT

Mowing lawns: cared for 5-10 neighbors' lawns during the summer.
Skills: following directions; dependable; patience; careful

Child care: baby-sat on weekends for two children.
Skills: following directions; responsibility; patience; planning; problem solving

COMMUNITY ACTIVITIES

Church choir: perform with the choir weekly and at special concerts.
Skills: dependability; motivation; team member; accepting criticism; punctuality

VOLUNTEER ACTIVITIES

Senior citizen home: read to residents; help write letters; help prepare meals.
Skills: responsibility; patience; people-oriented; caring

FAMILY-RELATED ACTIVITIES

Cooking—prepare dinner 2-3 times a week for a family of 2.
Ironing—every week.
Clotheswashing—every week.
Skills: follow directions; complete tasks; careful; thoroughness; responsibility

HOBBIES, INTERESTS, AND ACHIEVEMENTS

Listening to contemporary pop-rock music; cooking; photography; sports (softball and football)

SKILLS

Electronics—2 years of vocational training in high school.
Oral communication—learned by working as a crew-leader, library aide, and volunteer.
Leadership—learned as a crew-leader and in my volunteer and school activities.

STRENGTHS AND ABILITIES

Responsibility and dependability—My fast-food job and work in the library and senior citizen home helped me learn to be responsible and dependable. When I am asked to do things in school or at home, I always complete the job on time and in a thorough way. My friends, teachers, employers, and family can always count on me.

Working well with others—In my jobs at Vern's Chicken Palace and the library, I have learned to work with other people and to be a leader. My school, community, and volunteer activities have taught me to understand people's shortcomings and to consider their needs. I am a good team member who follows directions and considers others.

Self-confidence—I have learned to be self-confident as a result of my work and other experiences. I feel comfortable with my abilities and once I learn how to do something, I know I can do it correctly, promptly, and thoroughly. I can handle myself well in most situations.

CAREER PLANS

Short-range: Electrical engineer apprentice.
Long-range: To become an electrical engineer and own my own business.

Example 2

Option 1:

9/84 - present. I work as a part time crew member for the Connecticut Construction Corps. I operate machines, cut and trim trees, and build and repair buildings.

Skills: being punctual and dependable; work steadily; work with my hands; and operate machines.

Option 2:

9/84 - present. Crewmember (part time). Connecticut Construction Corps.

Duties include operating machines; cutting and trimming trees; and building and repairing buildings.

Skills: being punctual and dependable; work steadily; work with my hands; and operate machines.

Example 3

Option 1:

I am responsible for planning and cooking dinner three nights a week for my family of five.

Skills: planning; dependability; following directions; patience; and thoroughness.

Option 2:

Plan and prepare dinner three nights a week for family of five.

Skills: planning; dependability; following directions; patience; and thoroughness.

EDUCATIONAL PLANS

Complete a 4-year joint apprenticeship Associate of Arts degree program in electrical engineering

REFERENCES

Ms. Thelma Brown
Guidance Counselor
Washington High School
17 Third Street, SE
Washington, D.C. 20004
(200) 666-7799

Mr. Robert Elwick
Head Librarian
DC Public Library - Branch #4
1156 13th Street, NW
Washington, D.C. 20211
(200) 888-4444

Ms. Jane Sullivan
Manager
Vern's Chicken Palace
3617 Idaho Avenue, NW
Washington, D.C. 20092
(200) 222-5555

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Here are several brief concluding points:

- Read each student's final product. (Have students revise any items that need corrections.)
- Remind students to use copies and **not** the "original" version of the Career Passport.
- Discuss updating the Career Passport. Students should be encouraged to add new information every semester or year. This can be done as part of a classroom activity or by the student on his or her own. A new "original" and copies will need to be prepared and placed in the portfolio.

3. STORING CAREER PASSPORT MATERIALS

Overview: Students should use their portfolio (or folders) to store all Career Passport related materials.

Student Learning Objective: To collect all materials related to the Career Passport for storage in a portfolio.

. . . . . .

Here are two brief activities:

- Discuss where the portfolios will be stored. (If possible, they should be stored in a central file until the students graduate or leave school. If this is not possible, or when students graduate, they should be encouraged to keep it in a safe, accessible place.)

- Suggest that the students place the "original" final copy and at least 5 other copies of the Career Passport in the portfolio. They also may wish to place the summary form and workbook there for "safekeeping." Last, have students collect the other suggested information for their portfolios, for example:

  -- sample completed job application
  -- transcript of grades
  -- competency records
  -- standardized tests (scores if available)
  -- tips for interviewing
  -- letters of recommendation

Optional Activity:

- Develop a computerized processing and storage system for the Career Passport. The final Career Passport for all students can be stored on a word processor or computer system. This will enable easier correcting and updating by the students.

4. USING CAREER PASSPORTS

Overview: Students should understand how to use the Career Passport to complete job, college, and training program applications, to prepare for job and other interviews, and for education and career planning and self-analysis.

Student Learning Objective: To understand how to use the Career Passport effectively.

Leader Preparation: Identify useful materials on job search, completing applications, and interviewing. The National Center for Research in Vocational Education's **The Employer's Choice** and other materials in CONNECTIONS: SCHOOL AND WORK TRANSITIONS are examples. At a minimum, present the following information to the students: where to look for information about available jobs; how to complete an application; interviewing tips on how to dress and act at an interview; questions employers may ask; and questions you should ask in an interview.

. . . . . .

Here are several **concluding discussion topics**:

- Additional creative ways of using the Career Passport for the job search, completing applications for jobs, college, or training programs, "springboards" for interviews, self-analysis and education and career planning, preparing essays that are often required in applications (especially for colleges), and so on.
- The need to review the **Student Workbook** before interviews since it contains more detailed information than the final Career Passport.
- The fact that Career Passports are "living" documents that need to be updated regularly.
- The comparison of a passport for foreign travel and the Career Passport: the Travel Passport allows one to enter other countries; the Career Passport enables youth to begin their employment and/or enter education and training programs.

. . . . . .

The last step in the process is to have the students prepare a cover letter to employers. The letter should introduce the Career Passport concept to potential employers, college admission persons, or anyone else who is considering the experiences and qualifications of the students. The letter should indicate that the Career Passport was developed as part of a formal school or agency program; this will serve to validate the information provided. The final letter should be prepared on school or agency stationery. Each student should have at least one copy. The sample letter below can be adapted and expanded with ease.

Sample Letter

The Career Passport provides important information about a young person. It is intended to acquaint an employer, college admissions person, or other individual with the youth and to serve as a "springboard" to an interview.

The content of the Career Passport is drawn from the wide array of experiences that youth have had which provide them with a variety of skills, knowledge, attitudes, and interests.

The Career Passport is a program of the [name of the school system, school, or organization]. The Career Passport program was developed by the National Institute for Work and Learning (Washington, DC) with the assistance of the National Center for Research in Vocational Education at The Ohio State University which also is the publisher of the materials.

Examples of Skills, Attitudes, and Abilities

accepting of criticism
accurate
artistic/musical skills
assertive
athletic ability
bilingual
building things
careful
caring
classifying
communication
considerate
cooperative
creative
decision making
dedicated
dependable
detail work
energetic
enthusiastic
fixing or repairing
flexible
follow directions
helping
honest
initiative
insightful
leadership
learn quickly
listening
logical
mathematics
neat
operate tools/machines
organized
patient
people-oriented
performing arts
persuasive
precise
planning
problem-solving
productive
punctual
reliable
resourceful
respond quickly
responsible
self-confident
self-motivated
selling
team work
thorough
thoughtful
versatile
willing to try new things
work at several tasks at once
working with people
work steadily on one task
work well with hand tools
work well with others
writing ability

Glossary

Ability (abilities)	What you can do now. A skill or talent that you have, either naturally or through experience.
Accurate	Correct, having no mistakes, true.
Achievement(s)	Something that you have accomplished through a special effort or ability.
Activities	Specific actions or gatherings that you have participated in.
Application	A form on which you provide information by writing down your qualifications for a job or for admission (for example, to a college).
Assessment	Evaluation, judging or rating what is good and what is bad about someone or something.
Attitude(s)	How you think or feel about things.
Award(s)	A prize or recognition for something you have done.
Career	The work that a person chooses to do throughout life; a profession.
Career Passport	A document that describes your experiences, skills, attitudes, knowledge, and plans and relates them to your future profession or work.
Career Plan	The thinking out, ahead of time, of actions and goals that relate to your chosen profession or work activities.
Certificate(s)	A document that shows what you have achieved or completed.
Chores	Small jobs or tasks, especially around the house or on a farm.
Communication	The act of sharing thoughts, opinions, or information through speaking and listening or writing and reading.
Community	Your neighborhood, town, or city.
Computation	Working with numbers; figuring.
DECA	Distributive Education Clubs of America.
Decision making	Making up your mind clearly and firmly about what to do.
Dependability	Reliability, trustworthiness. Someone who is dependable can be counted on with certainty.
Experience(s)	Active participation in activities or events which leads to your gaining skills, knowledge, or abilities.
Future	Time to come; weeks, months, or years from now.
General Education Development	A certificate (GED) that shows that you have passed a special test and have earned the equivalent of a high school diploma.
Goal(s)	Anything you want to do or be; a result or aim that you want to achieve.
Hobby (Hobbies)	An activity that you like to do for fun or relaxation.
Honor(s)	An award or recognition given for an outstanding achievement or ability.
Interest(s)	Something that excites and involves you.
Interview	A face-to-face meeting between an employer and someone applying for a job or between a representative from a college and someone applying for admission to that college.
Knowledge	Familiarity or understanding that you get through experience or education.
Leadership	The ability to direct, manage, or be in charge of other people.
Legible	Readable; written clearly.
Membership	Being part of or a participant in a group, organization, or club.

Opportunity	A good position or chance to advance yourself
Options	Choices
Organization	A group or company that you belong to or work for
Organized	Able to do things in an orderly, systematic way
Personal improvement	Making yourself do something better, changing yourself for the better
Plan(s)	A proposed project or goal; what you want to do in the future and how you intend to do it
Planning	Developing a plan, thinking out what you want to do and what steps you need to take in order to do it
Problem solving	Working out how to deal with a difficult question or situation
Punctuality	Being on time or prompt
References	People who can provide information about you, your attitudes, and your abilities
Reliability	Dependability, trustworthiness
Responsibility (Responsibilities)	Something for which you are responsible or accountable
Resume	A summary describing your work and school experiences, often submitted with a job application

Self-employed	Working for yourself, running your own business, rather than working for a business or company (for example, babysitting, shoveling snow, tutoring)
Skill(s)	Expertness, being able to do something well, an ability developed through experience
Social Security Number	A nine-digit number issued to you by your local social security office. This number is required by all employers
Strength(s)	Something that you do well
Task	A piece of work or a job that is assigned to you or expected of you
Training	Practical instruction or study in a specific skill or for a particular trade, art, or occupation
Training program(s)	A course or series of courses offering instruction in a specific skill or for a particular trade, art, or occupation
Valuable	Very useful, helpful, or worthwhile
VICA	Vocational Industrial Clubs of America
Volunteer	Someone who performs a service or does work willingly without being paid for it
Weakness(es)	A lack of skill or proficiency, something you do not do well
Work experience	Paid or unpaid employment, jobs that you have had
Work-related skills	Abilities that you have that are associated with or connected to jobs or work

THE CONNECTIONS PACKAGE

COORDINATOR'S RESOURCES:

The Connector's Guide
- Introduction to Connections
- An Action Guide to Youth Employment
- Assessing and Planning with Students
- Involving the Community in Transitions
- Placing Students in Jobs
- Following Students into the World of Work
- Resources for Connections

Introduction to Connections videocassette

Career Information in the Classroom

Dignity in the Workplace: A Labor Studies Curriculum Guide for Vocational Educators

Dignity in the Workplace: A Student's Guide to Labor Unions

National Perspective on Youth Employment videocassette

THE EMPLOYER'S CHOICE:

Resource Manual

- Instructor Guide
- Black-line masters

Priorities That Count student book

On the Job student book

What Works in the Job Search videocassette

WORK SKILLS:

Resource Manual

- Instructor Guide
- Black-line masters

Orientation to the World of Work student module

Job Search Skills student modules

- Prepare for the Job Search
- Search for Available Jobs
- Apply for Jobs
- Interview for Jobs
- Handle Job Offers

Work Maturity Skills student modules

- Present a Positive Image
- Exhibit Positive Work Attitudes
- Practice Good Work Habits
- Practice Ethical Behavior
- Communicate Effectively
- Accept Responsibility
- Cooperate with Others

CAREER PASSPORTS:

Career Passport Leader's Guide

Career Passport Student Workbook

EMPLOYMENT FILE:

Credentials for Employment

Career Portfolio